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# Curriculum Ideologies Inventory

Instructions for graphing the results and interpreting the results of the inventory are found on pages 216–218 of *Curriculum Theory: Conflicting Visions and Enduring Concerns*, the book that accompanies this Web site.

## Instructions

In each of the following sections you will find four statements with a blank in front of each. Read each statement carefully and then rank the statements from 1 to 4, placing:

- 1 next to the statement that you like most
- 2 next to the statement that you like second most
- 3 next to the statement that you like third most
- 4 next to the statement that you dislike the most

Use each of the numbers (1, 2, 3, and 4) only once in each part of the inventory. Place the numbers on the lines to the left of each statement. This is not a test. There is no one right answer. Take your time.

### Part 1

- \_\_\_\_\_ Schools should provide children with the ability to perceive problems in society, envision a better society, and act to change society so that there is social justice and a better life for all people.
- \_\_\_\_\_ Schools should fulfill the needs of society by efficiently training youth to function as mature constructive members of society.
- \_\_\_\_\_ Schools should be communities where the accumulated knowledge of the culture is transmitted to the youth.
- \_\_\_\_\_ Schools should be enjoyable, stimulating, child-centered environments organized around the developmental needs and interests of children as those needs and interests present themselves from day to day.

### Part 2

- \_\_\_\_\_ Teachers should be supervisors of student learning, utilizing instructional strategies that will optimize student learning.
- \_\_\_\_\_ Teachers should be companions to students, using the environment within which the student lives to help the student learn.
- \_\_\_\_\_ Teachers should be aids to children, helping them learn by presenting them with experiences from which they can make meaning.
- \_\_\_\_\_ Teachers should be knowledgeable people, transmitting that which is known to those who do not know it.

### Part 3

- \_\_\_\_\_ Learning best proceeds when the student is presented with the appropriate stimulus materials and positive reinforcement.
- \_\_\_\_\_ Learning best proceeds when the teacher clearly and accurately presents to the student that knowledge which the student is to acquire.
- \_\_\_\_\_ Learning best takes place when children are motivated to actively engage in experiences that allow them to create their own knowledge and understanding of the world in which they live.
- \_\_\_\_\_ Learning best occurs when a student confronts a real social crisis and participates in the construction of a solution to that crisis.

#### Part 4

- \_\_\_ The knowledge of most worth is the structured knowledge and ways of thinking that have come to be valued by the culture over time.
- \_\_\_ The knowledge of most worth is the personal meaning of oneself and of one's world that comes from one's direct experience in the world and one's personal response to such experience.
- \_\_\_ The knowledge of most worth is the specific skills and capabilities for action that allow an individual to live a constructive life.
- \_\_\_ The knowledge of most worth is a set of social ideals, a commitment to those ideals, and an understanding of how to implement those ideals.

#### Part 5

- \_\_\_ Childhood is essentially a time of learning in preparation for adulthood, when one will be a constructive, contributing member of society.
- \_\_\_ Childhood is essentially a period of intellectual development highlighted by growing reasoning ability and capacity for memory that results in ever greater absorption of cultural knowledge.
- \_\_\_ Childhood is essentially a time when children unfold according to their own innate natures, felt needs, organic impulses, and internal timetables. The focus is on children as they are during childhood rather than as they might be as adults.
- \_\_\_ Childhood is essentially a time for practice in and preparation for acting upon society to improve both oneself and the nature of society.

#### Part 6

- \_\_\_ Evaluation should objectively indicate to others whether or not students can or cannot perform specific skills. Its purpose is to certify students' competence to perform specific tasks.
- \_\_\_ Evaluation should continuously diagnose children's needs and growth so that further growth can be promoted by appropriate adjustment of their learning environment. It is primarily for the children's benefit, not for comparing children with each other or measuring them against predetermined standards.
- \_\_\_ Evaluation should be a subjective comparison of students' performance with their capabilities. Its purpose is to indicate to both the students and others the extent to which they are living up to their capabilities.
- \_\_\_ Evaluation should objectively determine the amount of knowledge students have acquired. It allows students to be ranked from those with the greatest intellectual gain to those with the least.

## Curriculum Ideologies Inventory Graphing Sheet

(To access this diagram for your own use, visit [www.sagepub.com/schiro\\_activities](http://www.sagepub.com/schiro_activities).)

Graph:

		Part 1 Purpose	Part 2 Teaching	Part 3 Learning	Part 4 Knowledge	Part 5 Childhood	Part 6 Evaluation
Scholar Academic	A-1						
	A-2						
	A-3						
	A-4						
Learner Centered	B-1						
	B-2						
	B-3						
	B-4						
Social Reconstruction	C-1						
	C-2						
	C-3						
	C-4						
Social Efficiency	D-1						
	D-2						
	D-3						
	D-4						

Sorting Form:

Part 1	Part 2	Part 3	Part 4	Part 5	Part 6
C ___	D ___	D ___	A ___	D ___	D ___
D ___	C ___	A ___	B ___	A ___	B ___
A ___	B ___	B ___	D ___	B ___	C ___
B ___	A ___	C ___	C ___	C ___	A ___

**Graphing the Results of the Inventory**

Graphing the results of the inventory involves two steps using the curriculum ideologies inventory graphing sheet (Figure A.1). First, transfer responses from the inventory to the sorting form (found under the graph). Second, transfer the data from the sorting form to the graph.

To transfer responses from the inventory to the sorting form, write the numbers from each part of the inventory on the lines next to the letters in the corresponding part of the sorting form in the same order in which they were recorded in each part of the questionnaire. For example, if the numbers next to the statements in Part 1 of the inventory are 3, 2, 4, and 1, reading from top to bottom, record the sequence 3, 2, 4, 1 from top to bottom on the lines next to the letters in Part 1 of the sorting form. The letters and numbers will then be paired thus: C-3, D-2, A-4, and B-1. (See Figure A.2.)

The next step is to transfer data from the sorting form to the graph. First, for each part of the sorting form, place a large dot in the middle of the corresponding cell in the graph, that is, place the dot in the cell that matches the letter-number pair in the sorting form. For example, if Part 1 of the sorting form contains the letter-number pairs C-3, D-2, A-4, and B-1, place large dots in the middle of the following cells under Part 1 of the graph: C-3 (Social Reconstruction), D-2 (Social Efficiency), A-4 (Scholar Academic), and B-1 (Learner Centered). Second, connect the dots within each horizontal section of the graph: those within the Scholar Academic (A) section, the Learner Centered (B) section, the Social Reconstruction (C) section, and the Social Efficiency (D) section. See Figure A.3 for an example.

**Interpreting the Results of the Inventory**

If the line in a section of the graph is high (mostly 1s and 2s), it means that you favor the ideology corresponding to that line. If the line in a section of the graph is low (mostly 3s and 4s), it means that you do not favor the position corresponding to that line. If a line in a section of the graph zigzags from high to low, it means you have mixed feelings about that position. Figure A.3 provides an example of a graph completed by a person who favors the Learner Centered position, does not favor the Scholar Academic position, and has mixed feelings about the Social Efficiency and Social Reconstruction positions. Note that a person's beliefs do not have to fall entirely within the confines of only one ideological position: the ideological positions described here are ideal types rather than mutually exclusive belief systems.

The inventory presents and contrasts educators' beliefs about instructional purposes, teaching, learning, knowledge, childhood, and evaluation from four ideological positions. To compare beliefs across ideologies in any one of these categories (purposes, teaching, learning, etc.), look at the order of the letters in the sorting form for that category and match them to corresponding statements in the inventory. A's correspond to Scholar Academic, B's to Learner Centered, C's to Social Reconstruction, and D's to Social Efficiency. For example, if the third statement on the sorting form under Part 2 (which has the heading "Teaching") is a B, then the third statement in the inventory (which is about teaching) is the Learner Centered position.

♦ Figure A.1 Curriculum Ideologies Inventory Graphing Sheet

**Graph:**

	Part 1 Purpose	Part 2 Teaching	Part 3 Learning	Part 4 Knowledge	Part 5 Childhood	Part 6 Evaluation
A-1						
A-2						
A-3						
A-4						
B-1						
B-2						
B-3						
B-4						
C-1						
C-2						
C-3						
C-4						
D-1						
D-2						
D-3						
D-4						

**Sorting Form:**

	Part 1	Part 2	Part 3	Part 4	Part 5	Part 6
C	___	D	___	A	___	D
D	___	C	___	B	___	B
A	___	B	___	D	___	C
B	___	A	___	C	___	A